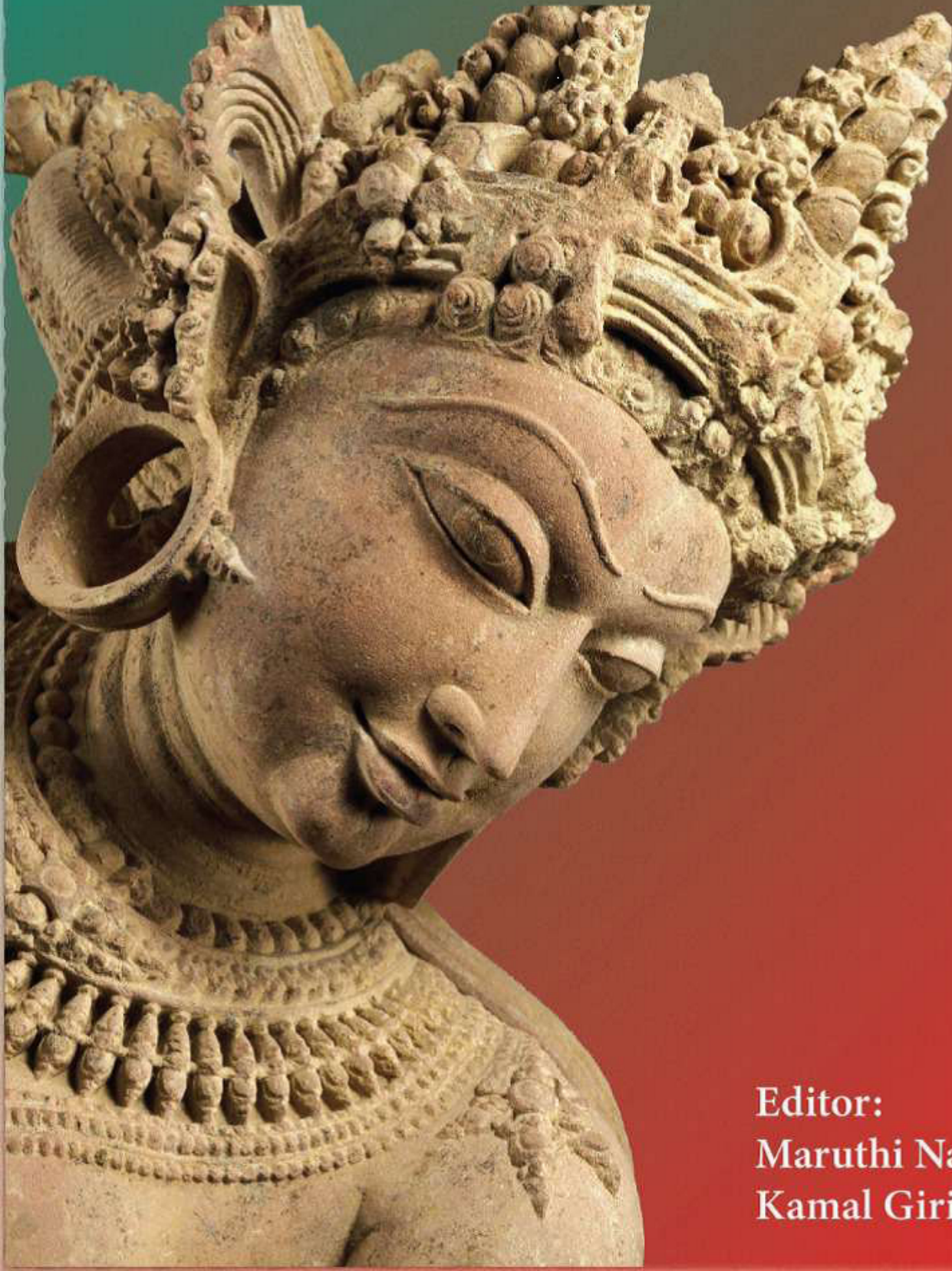# KALĀ

Journal of Indian Art History Congress

KALĀ

Editor:
Maruthi Nandan Tiwari
Kamal Giri

Kalā

THE JOURNAL OF INDIAN ART HISTORY CONGRESS

EDITOR-IN-CHIEF:

DR. MARUTHI NANDAN TIWARI

&

DR. KAMAL GIRI

Contents

3. The Impact of Blended Leaning to reduce the use of Social Media Enhance the Performance of under Graduate Students

Dr. Jayshri Nilkanth Patil, HOD, Dept. Of Psychology, Kr. V. N. Naik Shikshan Prasarak Sanstha's Arts, Commerce & Science College, Nashik

Dr. Vasant Govind Wagh, HOD, Dept. Of Physics, HOD, Dept. Of Psychology, Kr. V. N. Naik Shikshan Prasarak Sanstha's Arts, Commerce & Science College, Nashik

Dr. Narendra V Deshmukh, M.S.G. College, Malegaon, Nashik

Abstract

This study focus on the impact of Blended learning to Reduce the use of social media and enhance the academic performance of second year graduate students. The participant involve in this study was 400 students from science and arts faculty of Kr. V. N. Naik Shikshan Prasarak sanstha's, Arts, Commerce & Science college. The students randomly selected for experimental and control group. In both Pre and Posttest academic performance is majored by using class test and in both sessions self-administered Social Media Addiction questionnaire were administered. the study concludes that blended learning enhance the performance of the second year students and reduce the use of social media sites.
Keywords: Social Media Addiction, Academic Performance, Blended Learning, Traditional Classroom Teaching, Under Graduate Students

Introduction:

Student engagement is the big challenge in front of college teachers. For this challenge teacher needs to explore new ideas, innovative teaching-learning methods and creativity. For achieving this challenge, colleges/educational institutes need to modify teaching centers to the more influential knowledge and skill centers (Kalam 2005).

For student engagement, traditional teaching learning methodology allow the student to participate, but lacks student engagement. now a day's students are distracted because the availability of the more impactful and attractive gadgets available in their hands like android phones, tablets, desk top and laptops. The students use this gadget for entertainment, communication and for the academic purpose.

Social media

Today most of the students from school and college possess social media accounts like Facebook, WhatsApp, Instagram, twitter, skype etc., with their android or iPhone. Basically social media sites are used to the common purpose of using social media is to interact with the friends through internet. The main purpose of social media is to socially associate with each other through internet. Every technology has two sides good and bad. Most of the student who uses social media visits social networking sites and blogs for communication and as a connection tool. The social media users are connected with the mutual interest like personal, business or academic. Many colleges/ educational institutes use social media for academic purpose, but social media is a two edged weapon, the darker side of the social media is the teenagers (college student) always engrossed with social media sites, and spend the quality time on chatting with friends, and

neglected their studies like reading doing homework etc. and not to complete their work in stipulated timings. Social media is used for fun, to kill time, share information which might be unrelated to studies. They always feel the virtual life is better than real life. In most of the cases the responses of social media are slang words, or short form of the words and worsen the language and grammar and creative writing.

To attract the students towards the academics and concentrate on studies, such gadgets are very useful. Pedagogy design in education and computer based/ internet based learning is the best practice to transform the digital information to learning and instructions (Krishnan, 2018). The SWAYAM and HRD ministry of India, initiates education through information and communication technology. For the transformation of education, blended learning is the best alternative to engage the students through their gadgets. It is a combination of traditional face to face learning and digital or online learning.

Blended Learning

Blended learning is made for the academic purpose, where student and teacher connected with each other, encourages to gain the knowledge rather than chatting and time pass. Blended learning need the physical presence of both teacher and students. Teacher has the control over student's time and place. Blended learning allows learners to interact with their teachers and fellow learners. In the information and communication technology though the generation is very advanced for using gadgets and gain the information but they might be distracted towards the information which is unrelated to their academics, here lies the importance of the teacher, who engage students and monitor their activities through blended learning. Blended learning promotes the continuous learning approach and allows multiple platform of learning to improve their knowledge and skills, allows the geographically scattered audience and access many references for the study.

In the following study 'Google Classroom' is used as a blended learning. Google Classroom allows paperless communication between the students and teacher. From the teacher's perspective google classroom allows teacher to create classroom, publish academic calendar, organize folders and post assignments, grade the assignments (Christopher, **2015**)**.**

Method:

Participants:

The participants involved in this study were the second year science and Arts Students, from Kr. V. N. Naik Shikshan Prasarak Sanstha's, Arts, Commerce and Science College, Nashik. Total 400 students were involved in this study (50 students from Science Faculty for experimental and control group each and 50 from Arts faculty for experimental and control group each). All the students are selected randomly for the study.

Procedure

First the class test of the Physics and Psychology had been taken for science and arts students respectively for the academic performance. The student who scored high to low were randomly assigned to Experimental and control group. On both the groups the Social Media Addiction Questionnaire were administered. After that two chapters from the syllabus (from physics for science students and psychology for arts students) were taught through blended learning to the experimental group and same two chapters were taught to the control group through traditional classroom method. After one and half month again the class test was administered to both groups to measure the academic performance and again social media addiction questionnaire

were administered to see the impact of blended learning and classroom teaching on both the groups.

Measures:

The following measures were used for the study to see the impact of blended learning of undergraduate students.

Social Addiction Questionnaire:

A 15 item measure was developed for the present study. This test was developed to measure the Social Media Addiction of the college student. Participant responded on 5 point Likert Scale (1= I Disagree a Lot, 2= I Disagree a little, 3 = I Neither agree or Disagree, 4 = I agree a little, 5 = I agree a Lot). Examples of the items included in the test are 'When I wake up in the morning, first I use to check all the notifications on my social media', 'I Kept all my priorities aside when I Use social media', 'My life is meaningless without social media'. Test – retest coefficient of correlation = .81 (N= 57), Split Half Reliability = .89 (N= 88).

Academic Performance:

Academic Performance measured through the class test. Before starting the study one class test was administered and scores of the same test had been maintained. After the study once again the class test had been taken and the score were compared for both experimental and control group.

Result

The purpose of the study was to see the impact of blended learning to enhance the academic performance and reduce the use of social media for undergraduate students. The data was analyzed through SPSS software.

Table No. 1: Preliminary Information Of The Student For The Usage Of Social Media

		Experimental Group (N = 100)	Control Group (N = 100)
Accounts with social Media Sites	One	02	01
	Two	58	64
	Three	21	19
	More than three	19	16
Time spent on Social Media	Less than 30 min.	04	06
	For One Hour	11	13
	For two Hours	18	24
	More than two hours	67	57
Data Usage For Social Media	Less Than 1 GB	01	03
	1 GB	06	10

	2 GB	22	18
	More than 2 GB	71	69
Access of Social Media	During Free time	11	09
	While at college	46	41
	Any spare movement	21	24
	At social places	22	26

Table No. 1 shows that 2% students from the experimental group use only WhatsApp and 1% student use only WhatsApp for communication.58% of the Experimental group and 64% of the Control group students use WhatsApp and Facebook. While 21% of the Experimental group and 19% of the Control group students use WhatsApp, Instagram and Facebook. And 19% of the Experimental group and 16% of the Control group students use WhatsApp, Instagram, we chat, skype, twitter, Facebook and other social media sites for communication.

67% student from the experimental group and 57% of the control group student spent mote than two hours on social media and addicted to the social media, the figures from the table shows that 4% experimental group and 6% control group students use less than 30 minutes on social media. Maximum students from the experimental and control group students use more than 2 GB data for social media sites. The students both in experimental and group use maximum social media sites while they are in the college.

Table No.2: Descriptive Statistics of Academic Performance

Social Media Addiction Questionnaire Score	Experimental Group		Control Group	
	Mean	SD	Mean	SD
Pre test	23.3000	5.86808	21.2400	4.30907
Post Test	32.7300	5.61717	24.6500	7.36272

Table No.3: Descriptive Statistics of Social Media Addiction

Social Media Addiction Questionnaire Score	Experimental Group		Control Group	
	Mean	SD	Mean	SD
Pre test	34.9800	4.38312	35.9400	5.36133
Post Test	18.9200	5.02455	23.1600	5.07065

Table No. 4 : Results of ANOVA on the four group classification of Academic Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8104.127	3	2701.376	87.819	.000
Within Groups	12181.310	396	30.761		
Total	20285.437	399			

Table no. 4 summarizes the analysis of the differences among the four groups on Academic performance, the obtained **F ratio is 87.819 which is significant at 0.000 level.** This shows that there is a significant difference between the four groups.

Table No. 5: Comparison of the for Groups on Academic Performance.
Dependent Variable: academic performance
Tukey HSD

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Pretest performance control group	post test performance control group	-9.430[*]	.784	.000	-11.45	-7.41
	pre test performance experimental group	2.060[*]	.784	.044	.04	4.08
	post test performance experintal group	-5.280[*]	.784	.000	-7.30	-3.26
post test performance control group	Pretest performance control group	9.430[*]	.784	.000	7.41	11.45
	pre test performance experimental group	11.490[*]	.784	.000	9.47	13.51
	post test performance experintal group	4.150[*]	.784	.000	2.13	6.17
pre test performance experimental group	Pretest performance control group	-2.060[*]	.784	.044	-4.08	-.04
	post test performance control group	-11.490[*]	.784	.000	-13.51	-9.47
	post test performance experintal group	-7.340[*]	.784	.000	-9.36	-5.32
post test performance experintal group	Pretest performance control group	5.280[*]	.784	.000	3.26	7.30
	post test performance control group	-4.150[*]	.784	.000	-6.17	-2.13
	pre test performance experimental group	7.340[*]	.784	.000	5.32	9.36

*. The mean difference is significant at the 0.05 level.

In order to identify the pairs of the groups differ significantly from each other on Academic Performance. table no. 5 displays the pair wise comparison using Tukey HSD. The results shows that the Academic Performance increased in the post test in Both blended learning as well as Traditional Classroom learning. When we compare the Mean values from Table No. 2 of Posttest of the Blended learning groups (Mean= 32.73, SD= 5.61) and traditional classroom teaching the Blended learning groups score is higher than the Traditional Classroom Teaching (Mean= 24.65, SD= 7.36).

Table No. 6 : Results of ANOVA on the four group classification of Use of Social Media Addiction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21738.600	3	7246.200	293.033	.000
Within Groups	9792.400	396	24.728		
Total	31531.000	399			

Table no. 6 summarizes the analysis of the differences among the four groups on use of Social Media Sites. The obtained **F ratio is 293.033 which is significant at 0.000 level.** This shows that there is a significant difference between the four groups.

Table No. 7 Comparison of the Four Groups on the Use of Social Media Addiction
Dependent Variable: Social Media Addiction
Tukey HSD

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Pre test social media addiction control group	post test social media addiction control group	12.780[*]	.703	.000	10.97	14.59
	pre test social media addiction experimental group	.960	.703	.522	-.85	2.77
	post test social media addiction experimental group	17.020[*]	.703	.000	15.21	18.83
post test social media addiction control group	Pre test social media addiction control group	-12.780[*]	.703	.000	-14.59	-10.97
	pre test social media addiction experimental group	-11.820[*]	.703	.000	-13.63	-10.01
	post test social media addiction experimental group	4.240[*]	.703	.000	2.43	6.05
pre test social media addiction experimental group	Pre test social media addiction control group	-.960	.703	.522	-2.77	.85
	post test social media addiction control group	11.820[*]	.703	.000	10.01	13.63
	post test social media addiction experimental group	16.060[*]	.703	.000	14.25	17.87

post test social media addiction experimental group	Pre test social media addiction control group	-17.020[*]	.703	.000	-18.83	-15.21
	post test social media addiction control group	-4.240[*]	.703	.000	-6.05	-2.43
	pre test social media addiction experimental group	-16.060[*]	.703	.000	-17.87	-14.25

*. The mean difference is significant at the 0.05 level.

In order to identify the pairs of the groups differ significantly from each other on Social Media Addiction. Table no. 7 displays the pair wise comparison using Tukey HSD. The results shows that the Social Media Addiction decreased in the post test in Both blended learning as well as Traditional Classroom learning. When we compare the Mean values from Table No. 3 of Posttest of the Blended learning groups (Mean= 18.92, SD= 5.02) and traditional classroom teaching the Blended learning groups score is higher than the Traditional Classroom Teaching (Mean= 23.16, SD= 5.07).

Discussion

The teen agers are engrossed with social media and effect on their academic performance. Teens are sensitive and responsive to new technologies, considering this teacher always motivate them to use these technologies for learning (Nazarenko, Alla. (2015).

In the informal talk with the students, most of the students told that they are more interested in social media than academics. They feel academics are the tedious job and social media sites are more pleasurable for them. They have more interest in social media communication than face to face communication.

Most of the students use social media to play games in the college, and addicted to mobile. Some student faces the problem of cyber bullying and Facebook addiction (Khan, Nida, 2018). most of the student were eager to the Instagram notification and followers on the Instagram.

The idea introduces the blended learning for the student, the prior response was very negative. When they downloaded Google Classroom, and Socrative evaluation, the student shows more interest in studies rather than social media. And after the post session most of the student encouraged to use blended learning platform for their studies. Some students are completely diverted from social media to blended learning and they gain extra knowledge through the extra material provided for them on google classroom. For the next semester student's academic performance had been very progressive.

Blended learning improves student teacher interaction. Some students faces inferiority complex to ask the difficulties in the classroom, they are very comfortable to interact with teacher and ask difficulties in the Google Classroom. The student overcome the problem of Facebook depression due to the blended classroom.

Blended learning successfully engaged the students in the studies and gain extra knowledge related the subjects, they develop more powerful study habits.

Conclusion

The study Concludes that Blended learning increase the performance of the Second year college students, and decreases the use of Social media sites. Hence blended learning is beneficial

in higher education for academic purposes and reduce the social media addiction.

Limitations

The study is limited only for the second year students and for one college. Only two subject teachers are used blended learning for their students.

References:

Andreassen, C.S., Torsheim, T., Brunborg, G.S. & Pallesen, S. (2012). Development of a facebook addiction scale 1, 2. Psychological Reports, 110(2), 501-517.

Kalam, A.P.J.(2005).President's address at the 3rd Annual Computer Literacy Excellence Award for the year 2005. Press information Bureau, Government of India, Retrieved from http//pib.nic.in/newsite/rerlease.aspx?relid=14005.

Krishnan, M.S.(2018). Blended learning –"Transforming the Process of Education through Digital Means." Retrieved from https://theknowledgereview.com/.

Khan, Nida. (2018). Facebook Addiction and its Association with Academic Performance. Biomedical Journal of Scientific & Technical Research. 3. 10.26717/BJSTR.2018.03.000950.

Nazarenko, Alla. (2015). Blended Learning vs Traditional Learning: What Works? (A Case Study Research). Procedia - Social and Behavioral Sciences. 200. 77-82. 10.1016/j.sbspro.2015.08.018.

Pappas, Christopher (August 20, 2015), "Google Classroom Review: Pros and Cones of Using Google Classroom in elearning", eLearning Industry, Retrieved Auust 17, 2016.

UGC-CARE List

UGC-CARE List

You searched for "**0975-7945**". Total Journals : **1**

Search:

Sr.No.	Journal Title	Publisher	ISSN	E-ISSN	Action
1	Kala: The Journal of Indian Art History Congress (print only)	Indian Art History Congress	0975-7945	NA	View

Showing 1 to 1 of 1 entries

Previous   1   Next